DOCUMENT RESUME

ED 337 990 EC 300 732

TITLE	Race and Ethnicity: Issues for Adolescents with Chronic Illnesses and Disabilities. Cydline Reviews.
INSTITUTION	Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.; Society for Adolescent Medicine, Independence, MO.
SPONS AGENCY	Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE	Jun 91
NOTE	33p.
AVAILABLE FROM	National Center for Youth with Disabilities, University of Minnesota, Box 721-UMHC, Harvard Street at East River Rd., Minneapolis, MN 55455.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adolescents; *Chronic Illness; *Cultural Differences; *Disabilities; Employment; *Ethnic Groups; Health Services; Interpersonal Relationship; Parents; Planning; Policy Formation; Program Development; *Racial Factors; Secondary Education; Student Evaluation

ABSTRACT

This abstract bibliography lists selected resources for addressing race and ethnicity issues with adolescents who have chronic illnesses and disabilities. References are dated from 1980 to 1991. First, 18 references provide general information about the issues of cultural competence and cultural diversity for health care professionals, educators, parents, and program planners. The next section lists 18 principles of a culturally derived program taken from "Policy-Planning for Culturally Comprehensive Special Health Services" (Emily Vargas Adams). The major portion of the bibliography consists of references divided into the following categories: education (28), assessment and testing (4), employment (7), health (14), epidemiology (8), parents (5), and psychosocial (10). Also included are addresses of 11 national organizations. (DB)

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National Center for Youth with Disabilities

...a resource center to improve services for youth with disabilities.

CYDLINE Reviews:

Race and Ethnicity: Issues for Adolescents with Chronic Illnesses and Disabilities

June, 1991

A project of the:

Society for Adolescent Medicine
Adolescent Health Program

EC 301732

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For additional information on the Society for Adolescent Medicine, contact:

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National
Center for

Youth with Disabilities

Welcome to this issue of the National Center for Youth with Disabilities (NCYD) *CYDLINE* Reviews. For those new to these Reviews, this collection of annotated bibliographies is drawn from NCYD's National Resource Library. The National Resource Library is a computerized, comprehensive database containing information about youth with chronic illnesses and disabilities, and it includes up-to-date expertise, programs and literature of all relevant disciplines. The following *CYDLINE* Reviews may be ordered from NCYD:

- *Transition from Pediatric to Adult Health Care for Youth with Disabilities and Chronic Illnesses*
- *Adolescents with Chronic Illnesses—Issues for School Personnel*
- *Promoting Decision-Making Skills by Youth with Disabilities—Health, Education, and Vocational Choices*
- *An Introduction to Youth with Disabilities*
- *Substance Use by Youth with Disabilities and Chronic Illnesses*
- *An Introductory Guide for Youth and Parents*
- *Youth with Disabilities and Chronic Illnesses: International Issues*
- *Issues in Sexuality for Adolescents with Chronic Illnesses and Disabilities*
- *Vulnerability and Resiliency: Focus on Children, Youth, and Families*

Nearly 200 journals are regularly reviewed as are relevant books and non-published materials. New entries are added to the library quarterly. Topics in the Bibliographic File include chronic illness or disabling conditions; psychosocial issues; social issues; developmental processes; family; sexuality; education; employment and vocational rehabilitation; community and independent living; service approaches; professional issues; and policy, planning, and legal rights issues.

In addition to the Bibliographic File, the National Resource Library also includes a Program File with information about model programs throughout the country; an Educational Materials File with information on resources for professional development and programming usage; and a Technical Assistance File containing names and background information on consultants with expertise valuable to those involved with youth with disabilities.

You may request specialized searches of the NCYD Resource Library on topics of your choice simply by calling an NCYD Information Specialist. This person will then send the requested information to you in a format similar to this bibliography. In this way, you can easily receive current information on youth with disabilities which is specific to your particular needs and interests. NCYD has other publications available: *Connections* (newsletter published three times a year); and *F.Y.I. Bulletin* (Fact Sheets presenting statistical and demographic data illustrated with tables, charts, and graphs). If you wish to receive a Publications List or would like infor-mation about the Resource Library, our Center can be reached (toll-free in the United States) at **1-800-333-6293, 612-626-2825**, or **TDD 612-624-3939.**

Thank you for your interest in NCYD. We hope you will take the time to read through this issue of NCYD's *CYDLINE* Reviews and share the contents with others.

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I. CULTURAL COMPETENCE RESOURCES

The following are selected resources providing general information about the issues of cultural competence and cultural diversity. While they are not specific to adolescents with chronic illness or disabilities, these resources are relevant across the age span and contain important information for health care professionals, educators, parents, and program planners.

AUTHOR | Asbury CA; Walker S; et al.;
TITLE | **Disability prevalence and demographic association among race/ethnic minority populations in the United States: Implications for the 21st Century.**

ABSTRACT | A study that examined the status of ethnic/racial minority persons with chronic health conditions; physical, sensory, and language impairments; and nervous disorders. Areas of focus include income level, education, geographic location, employment, health status, and future trends. Available from: Howard University Research and Training Center, 2900 Van Ness Street NW, Holy Cross Building, Ste. 100, Washington, DC 20008.

AUTHOR | Baca L; Bransford J;
TITLE | **An appropriate education for handicapped children of limited English proficiency. Special education in America: Its legal and governmental foundation series.**
SOURCE | The Council for Exceptional Children, 1982: 31 pages.

ABSTRACT | One of a series of publications addressing the legal and governmental foundations of bilingual special education for children with handicaps. Also discussed are significant issues affecting the provision of bilingual special education. (ERIC: ED #224 265. To order, call 1-800-443-3742.)

AUTHOR | Baca L;
TITLE | **Policy options for insuring the delivery of an appropriate education to handicapped children who are of limited English proficiency.**
SOURCE | The Council for Exceptional Children, 1980: 58 pages.

ABSTRACT | This article provides a historical overview of policy issues (litigation and legislation) involved in the provision of an appropriate education for bilingual children with handicaps. Then current practices and requirements are included. (ERIC: ED #199 963. To order, call 1-800-443-3742.)

TITLE | **Towards a culturally competent system of care.**
SOURCE | CASSP Technical Assistance Center, Georgetown University Child Development Center, 3800 Reservoir Road, NW, Washington, DC 20007, 1989 March.

ABSTRACT | This monograph is designed to assist states and communities in the provision of appropriate care to children from racially and culturally diverse groups who are severely emotionally disturbed. Included is a philosophical framework for cultural competence and practical suggestions for ways to improve service delivery.

TITLE | ***Coalition Quarterly***
SOURCE | A publication of the Technical Assistance for Parent Programs (TAPP) Project, 1989 Spr/Sum;6(2 & 3).

ABSTRACT | A special double issue containing proceedings of the Institute on Multicultural Issues, December, 1987. Articles address general cultural issues and specific issues for Southeast Asian, Hispanic, and African-American cultures. Included is a list of national resources for children and families with special health needs from diverse cultures. Available from the Federation for Children with Special Needs, 95 Berkeley Street, Boston, MA 02115, (617) 482-2915.

AUTHOR | Cross TL;
TITLE | **Services to minority populations: Cultural competence continuum.**
SOURCE | *Focal Point* 1988 Fall;3:1–4.

ABSTRACT | This article introduces a special issue of Focal Point devoted to sociocultural issues. The concept of cultural competence is defined and a continuum that illustrates responses to cultural differences by agencies, systems, and professionals is discussed. Possible responses include: cultural destructiveness, cultural incapacity, cultural blindness, cultural precompetence, basic cultural competence, and advanced cultural competence. Available from Research and Training Center, Regional Research Institute for Human Services, Portland State University, P.O. Box 751, Portland, OR 97207-0751, (503) 725-4040.

AUTHOR | Edson CH;
TITLE | **Barriers to multiculturalism: Historical perspectives on culture and character in American society.**
SOURCE | *Coalition Quarterly* 1989 Spr;6(2&3):3–9.

ABSTRACT | This article is a discussion of the roots of institutional racism and the ways that "scientific" theories have been used to influence our relationships with culturally different groups. The author suggests that cultural awareness requires that we examine ourselves and our own assumptions rather than merely developing an awareness of other cultures. Available from: TAPP Project, Federation for Children with Special Needs, 95 Berkeley Street, Boston, MA 02116; (617) 482-2915.

TITLE | **Services to minority populations. What does it mean to be a culturally competent professional?**
SOURCE | *Focal Point* 1988 Sum;2(4).

ABSTRACT | This is the lead article in a special issue of Focal Point that addresses cross-cultural issues for professionals. Requirements for sound cross-cultural practice include: awareness and acceptance of differences; self-awareness; understanding the dynamics of difference; knowledge of the clients' culture; and adapting skills to accommodate cultural differences. *Focal Point* is available from: Research and Training Center, Regional Research Institute for Human Services, Portland State University, P.O. Box 751, Portland, OR 97207-0751, (503) 725-4040.

TITLE **News Digest**
SOURCE National Information Center for Children and Youth with Disabilities (NICHCY), 1987, Number 9.

ABSTRACT This edition of News Digest is focused on minority issues in special education. It provides information about trends in racial/ethnic composition in the United States, the affect of these trends on maternal and child health and special education. Suggestions are made as to ways to increase the numbers of special education teachers from minority groups and ways to improve relations between the school system and minority communities. To order, call NICHCY, 1-800-999-5599.

PRODUCER National Early Childhood Technical Assistance System.
TITLE **A bibliography of selected resources on cultural diversity for parents and professionals working with young children who have, or are at risk for, disabilities.**
DATE 1989

ABSTRACT Contains general information on cultural diversity and information on Asian/Pacific Islander, African-American, Hispanic, and Native American/Alaska Native cultural/ethnic populations. Cost is $6.00. Contact: PACER Center, 4826 Chicago Avenue South, Minneapolis, MN 55417-1055, (612) 827-2966.

AUTHOR Nidorf JF; Morgan MC;
TITLE **Cross cultural issues in adolescent medicine.**
SOURCE *Primary Care* 1987 Mar;14:69–82.

ABSTRACT Offers guidelines for physicians who are caring for adolescent patients with various cultural backgrounds. The physician should become aware of his or her own biases; develop a sensitivity to cultural variables that have an effect on the patients' perspective (use special interviewing techniques); consider a merger of traditional and western interventions; view the family system and the adolescent's role within it; include the family in treatment plans while maintaining awareness of the adolescent as the patient; understand that efforts to change health behaviors may be complicated by cultural ritual and custom; be aware of the psychosocial component in the physician's role (be prepared to act as an advocate for the adolescent); be aware that the use of an interpreter may affect confidentiality issues (special guidelines presented).

AUTHOR Pathfinder Resources;
TITLE **Improving state services for culturally diverse populations. Focus on children with special health needs and their families.**

ABSTRACT A report of a Maternal and Child Health Bureau work group for state directors of CSHCN programs held during The National Conference: "Cultural Perspectives in Service Delivery for Children and Families with Special Needs," May 1990, Washington, D.C. The work group's purpose was to outline state-specific plans for service delivery to culturally diverse populations. Available from: Pathfinder Resources, 2324 University Aveue West, St. Paul, MN 55114.

AUTHOR | Phinney JS;
TITLE | **Ethnic identity in adolescents and adults: Review of research.**
SOURCE | *Psychological Bulletin* 1990 Nov;108(3):499–514.

ABSTRACT | Seventy studies of ethnic and racial minority groups were reviewed. All were reported in journal articles published since 1972. This article discusses essential aspects of ethnic identity as a way of understanding the psychological importance of racial and ethnic identity and the important questions for researchers to address.

AUTHOR | Portland State University, Research and Training Center on Family Support and Children's Mental Health.
TITLE | **Issues in culturally competent service delivery. An annotated bibliography.**
DATE | 1990

ABSTRACT | Developed as part of the Minority Cultural Initiative Project, this bibliography addresses cultural issues for children and youth with emotional disabilities and their families. In addition to a general multicultural section, there are sections that are specific to African-American, Asian-American/Pacific Islander, Hispanic-Latino American, and Native American cultures. Order from Publications Coordinator, Research and Training Center, Regional Research Institute for Human Services, Portland State University, P.O. Box 751, Portland, OR 97207-0751, (503) 725-4040.

AUTHOR | Randall DE;
BOOK | ***Strategies for working with culturally diverse communities and clients.***
SOURCE | Association for the Care of Children's Health, 3615 Wisconsin Avenue, NW, Washington, DC 20016: 96.

ABSTRACT | This manual for care providers explains cultural influences on beliefs, values, and actions. It presents guidelines for analyzing sociocultural factors in health and for working with culturally diverse populations. Exercises guide the reader in assessing his or her own cultural heritage.

AUTHOR | Roberts RN;
TITLE | **Developing culturally competent programs for families of children with special needs.**
SOURCE | Georgetown University Child Development Center, 3800 Reservoir Road, NW, Washington, DC 20007, 1990 Sept.

ABSTRACT | A monograph designed to assist in the development of culturally competent services to children and families. The concept of cultural competence is discussed in relation to community-based family-centered care. Policy and practice issues are also included. Several model programs are described.

AUTHOR Roberts RN;
TITLE **Workbook for: Developing culturally competent programs for families of children with special needs. 2nd Edition. September, 1990.**

ABSTRACT Designed to be used in conjunction with the monograph Developing Culturally Competent Programs for Families of Children with Special Needs. This volume contains a series of self-study questions for program staff to use to develop culturally competent services. Available from: Georgetown University Child Development Center, 3800 Reservoir Road, NW, Washington, DC 20007, 1990 Sept.

AUTHOR Wood PR; Zeltzer LK; Cox AD;
TITLE **Communicating with adolescents from culturally varied backgrounds: A model based on Mexican-American adolescents in South Texas.**
SOURCE *Seminars in Adolescent Medicine* 1987 June;3(2):99–108.

ABSTRACT This article is a discussion of important issues for physicians who provide health care to adolescents of Hispanic descent. Included is a review of Mexican-American health and illness beliefs, the important role of the adolescent patient's family, and some culture-specific features for the physician to consider.

II. HALLMARKS OF A CULTURALLY DERIVED PROGRAM

Adapted from:
Vargas Adams, Emily;
Policy-Planning for Culturally Comprehensive Special Health Services
Bureau of Maternal & Child Health, United States Department of Health & Human Services
February 1990

Also available from:
CEDEN Family Resource Center
1208 East 7th Street
Austin, Texas 78702
(512) 477-1130

- Personnel of culturally derived programs recognize that cultural differences in childrearing values and methods, as well as varying adaptations to family norms and interaction patterns of the majority culture, do not represent deficits in terms of family functioning and child development. Indeed, such differences frequently are considered to be intrinsic family strengths, as are many of the coping mechanisms of the parents.

- Culturally derived programs are highly participatory, involving the participants at all stages of program design, development and implementation, including policymaking, community outreach, family identification, assessment, individualized family service planning, selection of program contents and methods, materials development and field testing, and program monitoring, evaluation, and feedback processes.

- Appropriate members of the local formal and informal leadership are involved in the design and development of the program from the outset, and they openly and tangibly give it their full support.

- Program objectives result from an in-depth community needs assessment and are regularly reviewed by community members to ensure their continued viability as well as to enable a flexible and rapid program response to new family and community challenges.

- Community outreach for the identification of children and parents needing services is conducted frequently, and families are personally invited in culturally appropriate ways to receive program services.

- Intake systems are designed to meet the expectations of potential program clients, and to explain program services fully in appropriate ways. Screening and assessment instruments and forms are sensitive to family values and concerns, as well as adapted to meet the major prevailing needs of the families of the culture being served.

- Individual and family goals and objectives for treatment or service plans are listed, prioritized, and established by the parents, with the technical observations, assistance, and reinforcement of program staff. Staff members' roles are mainly informational and facilitative, rather than authoritative, since only by means of familial commitment to learning objectives will they ultimately be achieved. Families periodically assess the achievement of their own goals.

- Family goals must be incorporated into each family's treatment or service plan in order for it to be successful. Doing this permits intracultural variability to be handled on a case-by-case basis and helps to reduce the possibility of intrafamilial cultural conflict which can occur when values of the majority culture are used by young families to the regret of the older generation. Also, differing strategies can be used to assist specific family members or types of families as needed.

- Emphasis is placed upon maintaining and/or improving the self-esteem, cultural identification, and goal setting ability of each family, with special attention to assisting the family to achieve and maintain self-sufficiency within the context of the larger society.

- Parent-child interaction patterns chosen by program personnel and parents to be enhanced and taught—especially to adolescent parents—must fit the ideal parenting values and behaviors of the culture. This "cultural fit" is essential for promoting positive behaviors and assisting the children to develop those abilities which will lead to successful school achievement. Of course, care must be taken to avoid promoting any traditional patterns of parenting which could become injurious to children in U.S. community settings.

- In addition to working with the parents, all immediate caregivers and members of the extended family should be encouraged to participate actively in the program. Thus, the entire teaching/learning context of the child should be the subject of a culturally derived program.

- Criteria for staff selection should be explicitly stated. At least one member of the service team assisting the family should be as culturally continuous with the family as possible, and all team members should receive pre- and in-service training tailored to ensure culturally appropriate service provision.

- Both the educational materials and media, as well as the program's evaluation and monitoring instruments, must be derived from the local culture(s) (or a similar cultural setting) and extensively field-tested for appropriateness and communicability in terms of their illustrations or drawings, the symbols selected for use, the readability of written text, and their methods of use.

- In addition, educational methods must be congruent with those of the culture. Usually, special emphasis should be placed upon the use of demonstrations, immediately followed by active practice.

- Home outreach usually is essential to establish rapport, encourage active participation in all phases of program services, and to maximize achieving the goals of the individualized family service plan.

- Family advocacy must include a component for assisting parents to access, utilize appropriately, and retain essential health and human services.

- Typical family celebrations and symbolism should be incorporated within program services with family representatives taking a leading role in the preparation of events, foods, and materials. However, the observance of such celebrations and the casual use of symbols do not ensure that the rest of the program will be acceptable to the people of the specific cultural group to be served.

- The program must be continuously evaluated in order to ensure its evolutionary development within the changing community setting.

III. BIBLIOGRAPHIC MATERIALS

A. EDUCATION

AUTHOR: Almanza HP; Mosley WJ;
TITLE: **Curriculum adaptations and modifications for culturally diverse handicapped children.**
SOURCE: *Exceptional Children* 1980 May;46(8):608-14.

ABSTRACT: Discussion of instructional planning and curriculum development for special education students from various racial or ethnic backgrounds. Included are issues to be considered, such as: curriculum materials, values, individual learning styles, and strategies for providing a multicultural curriculum in special education.

AUTHOR: Aloia GF; Maxwell JA; Aloia SD;
TITLE: **Influence of a child's race and the EMR label on initial impressions of regular-classroom teachers.**
SOURCE: *American Journal of Mental Deficiency* 1981 May;85(6):619-23.

ABSTRACT: The purpose of this study was to investigate the influence of race and the EMR label by comparing initial impressions of attractiveness, intelligence, and behavior when teachers (n = 99) were shown photographs of students who were African-American, Mexican-American, and white. Data indicate that the race of the student significantly influenced the teachers' overall initial expectations and that the EMR label significantly reduced teacher's initial impressions of intellectual potential. The EMR label also tended to have a less negative effect on impressions of behavior of white students compared to African-American or Mexican-American students.

AUTHOR: Bice TR; Halpin G; Halpin G;
TITLE: **A comparison of the cognitive styles of typical and mildly retarded children with educational recommendations.**
SOURCE: *Education and Training of the Mentally Retarded* 1986 Jun;21(2):93-7.

ABSTRACT: Compared the cognitive styles of African-American and white children (age = 8–13 years) who are mildly mentally retarded. Data indicate that older white children without mental retardation are the most field independent, while younger African-American children with mental retardation are the most field dependent. Recommendations for modifying learning environments to account for differences in cognitive style are included.

AUTHOR: Cardoza D; Rueda R;
TITLE: **Educational and occupational outcomes of Hispanic learning-disabled high school students.**
SOURCE: *Journal of Special Education* 1986 Spring;20(1):111-126.

ABSTRACT: This study evaluates the course-taking behavior, educational aspirations, and educational outcomes of Hispanic learning disabled, non-Hispanic learning disabled, and non-learning disabled high school sophomores and seniors. Results showed a significant difference in educational aspirations and outcomes between the learning disabled and non-learning disabled groups, but no significant results were found between the Hispanic learning disabled and non-Hispanic learning disabled groups.

AUTHOR Cegelka, PT; MacDonald M; Gaeta R;
TITLE **Bilingual special education.**
SOURCE *Teaching Exceptional Children* 1987 Fall;20(1):48-50.

ABSTRACT A description of two bilingual special education programs which serve as demonstration sites in the state of California. Southwest High School and Paramount Elementary School utilize the "seven promising practices" recommended for schools that deliver special education services to bilingual students.

AUTHOR Chess S; Fernandez P; Cohen P; et al.;
TITLE **Selective bias in educational mainstreaming of deaf, intellectually normal adolescents.**
SOURCE *Journal of the American Academy of Child Psychiatry* 1984 Mar;23(2):198–202.

ABSTRACT Comparison of two groups of 83 profoundly deaf adolescents with congenital rubella citing ethnicity and socioeconomic status as primary determinants of school placement; case examples.

BOOK ***Education of culturally and linguistically different exceptional children.***
EDITOR Chinn PC;
SOURCE The Council for Exceptional Children:1920 Association Drive, Reston, VA 22091, 1984:123.

ABSTRACT This monograph contains five papers on the education of culturally and linguistically diverse students with disabilities. Topics include: demographics, testing and evaluation, cognitive development, curriculum development, and teacher education. (ERIC: ED #256 103. To order, call 1-800-443-3742.)

AUTHOR Cohen OP; Fischgrund JE; Redding R;
TITLE **Deaf children from ethnic, linguistic and racial minority backgrounds: An overview.**
SOURCE *American Annals of the Deaf* 1990 Apr;135(2):67-73.

ABSTRACT This article reports demographic data showing the numbers and distribution of minority students with hearing impairments and presents a discussion of the failure of schools and school personnel to consider the ethnic, cultural, religious, and racial heritage of deaf students. Included is a list of recommendations from the first national conference (March, 1989) on the needs of Black and Hispanic deaf children held at Gallaudet University.

AUTHOR Dodd JM; Hermanson M; Nelson JR, et al.;
TITLE **Tribal college faculty willingness to provide accommodations to students with learning disabilities.**
SOURCE *Journal of American Indian Education* 1990 Oct;20(1):8-16.

ABSTRACT Faculty members at the Salish Kootenai College, a community college on the Flathead Reservation in Montana, were studied to determine the instructional accommodations they were willing to provide to students with learning disabilities. There was agreement about the provision of some accommodations and indecision about others. American Indian students with learning disabilities need to utilize self-advocacy skills to insure their access to the opportunities other students with learning disabilities have.

AUTHOR	Duran E;
TITLE	**Teaching functional reading in context to severely retarded autistic adolescents of limited English proficiency.**
SOURCE	*Adolescence* 1985 Summer;20(78):433-9.
ABSTRACT	Describes specific ways to teach functional reading in context to adolescents with limited English proficiency who also have autism or severe mental retardation. By combining functional or essential reading with meaningful activities, instructors can effectively teach reading to adolescents with autism or severe mental retardation and thereby enable students with limited English proficiency to become more independent.

AUTHOR	Duran E;
BOOK	***Teaching the moderately and severely handicapped student and autistic adolescent: With particular attention to bilingual special education.***
SOURCE	Charles E. Thomas:Springfield, IL, 1988: 225.
ABSTRACT	This text focuses on identifying needs and offering options for professional intervention. Topics include: language intervention strategies; vocational training; transitions; postsecondary programs; students with autism or multiple handicaps (especially those which include sensory impairment); parent and family issues; Hispanic issues; and issues related to the culturally and linguistically different student.

AUTHOR	Fradd SH; Correa VI;
TITLE	**Hispanic students at risk: Do we abdicate or advocate?**
SOURCE	*Exceptional Children* 1989 Oct;56(2):105-10.
ABSTRACT	The number of students with limited English proficiency as well as disabilities is increasing, and appropriate services are needed to properly integrate these students. A lack of awareness of this need as well as a lack of adequate training in cross-cultural communication represents the major obstacles to the provision of service to these students. Transdisciplinary teaming is suggested as an approach to begin meeting their needs.

AUTHOR	Garcia SB; Yates JR;
TITLE	**Policy issues associated with serving bilingual exceptional children.**
SOURCE	*Journal of Reading, Writing, and Learning Disabilities International* 1986;2(2):123-37.
ABSTRACT	Discusses policy issues related to serving the learning needs of bilingual minority students with disabilities. A review of research indicates that currently there are problems and difficulties in the delivery of services to bilingual students with disabilities. Recommendations are given for identification of students with learning disabilities, program development in public schools, and professional development of teaching staff.

AUTHOR Gregory JF; Shanahan T; Walberg H;
TITLE **Learning disabled 10th graders in mainstreamed settings: A descriptive analysis.**
SOURCE *Remedial Special Education* 1985 Jul;6(4):25-33.

ABSTRACT A descriptive analysis of 10th grade students in the United States with learning disabilities. Data indicate that the sample of students with learning disabilities was older, had a disproportionate number of African-Americans and Hispanics, and had more secondary handicapping conditions than did the sample of students without learning disabilities. The students with learning disabilities also had lower measures of individual psychology, academic achievement, and school related problems.

AUTHOR Hilliard AG;
TITLE **Cultural diversity and special education.**
SOURCE *Exceptional Children* 1980 May;46(8):584-8.

ABSTRACT Discussion of how special education succeeds and fails with a culturally diverse student population. The overrepresentation of children who are African-American or Hispanic in classes for students with educable mental retardation (EMR) raises serious issues regrading the diagnosis of mental retardation. The author stresses the importance of considering the student's cultural background in both diagnosis and education.

AUTHOR Horan KT;
TITLE **Effects of head injury on the educational and vocational potential of American Indians.**
SOURCE *Rural Special Education Quarterly* 1986;8:9-22.

ABSTRACT Part of a special theme issue addressing provision of services to cross-cultural populations. This article looks at causes of head injury among American Indians living on reservations. It offers safety precautions and also activities for teachers to utilize with American Indian students who have sustained head injuries.

AUTHOR Luetke-Stahlman B;
TITLE **Using bilingual instructional models in teaching hearing-impaired students.**
SOURCE *American Annals of the Deaf* 1983 Dec;128(7):873-7.

ABSTRACT Presents advantages and disadvantages of various instructional models for bilingual students with hearing impairments. Rather than immerse students in the dominant language of society, many schools are using bilingual instructional models for students with hearing impairment that involve a half-day of each language, a bilingual teacher, or a slow transition from the native language to the dominant language.

AUTHOR | MacMillan DL;
TITLE | **"New" EMRs. Chapter One.**
BOOK | ***Best practices in mental disabilities. Volume two.***
EDITOR | Robinson GA;
SOURCE | EDRS, 1988.

ABSTRACT | Examines changes in the population of students categorized as educable mentally retarded (EMR). Despite the reduction in the number of children classified as EMR, ethnic minorities such as African-Americans and Hispanics continue to be disproportionally classified as EMR. Philosophical questions concerning appropriate educational programs for the "new" EMR students are addressed. (ERIC: ED #304 829. To order, call 1-800-443-3742.)

AUTHOR | MacMillan DL; Hendrick IG; Watkins AV;
TITLE | **Impact of Diana, Larry P., and P.L. 94-142 on minority students.**
SOURCE | *Exceptional Children* 1988 Feb;54(5):426-32.

ABSTRACT | This article examines the effect on minority students of changes in identification and programming due to P.L. 94-142 for students with educable mental retardation (EMR). The discussion includes the possibility of racial isolation in EMR programs, reverse racism in EMR identification, the needs of children with 70-85 IQ's, and the concerns of marginally-achieving minority students in regular education.

AUTHOR | Miramontes OB;
TITLE | **Organizing for effective paraprofessional services in special education: A Multilingual/Multiethnic Instructional Service team model.**
SOURCE | *Remedial and Special Education* 1990 Jan/Feb;12(1):29–36,47.

ABSTRACT | This article is a discussion of the use of bilingual-bicultural paraprofessionals as a way for school districts to meet the needs of culturally and linguistically diverse students needing special education services. The model presented is the Multilingual/Multiethnic Instructional Service (MMIS) team composed of trained paraprofessionals and a certified special education teacher serving as a team resource specialist. The team allows for consideration of the students' language and culture when assessing special education needs and designing an appropriate instructional program.

AUTHOR | Murray-Seegert C;
BOOK | ***Nasty girls, thugs and humans like us.***
SOURCE | Paul Brookes:Baltimore, MD,1989:198.

ABSTRACT | Using an ethnographic approach in a troubled urban high school, 30 students with disabilities and 32 non-disabled students (many of whom were from racial minority groups) were studied in order to understand the process of integration. The problems with and benefits of integration are explored for students with and without disabilities in this insightful book.

AUTHOR Ortiz AA;
TITLE **Language and curriculum development for exceptional bilingual children.**
BOOK ***Education of culturally and linguistically different exceptional children.***
EDITOR Chinn PC;
SOURCE The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1984:77–100.

ABSTRACT A review of the literature associated with language and curriculum development for bilingual children with disabilities. Included are several successful models for teaching bilingual children with disabilities and recommendations for the development of policies that ensure appropriate services for all bilingual students with disabilities. (ERIC: ED #256 107. To order, call 1-800-443-3742.)

AUTHOR Poplin MS; Wright P;
TITLE **The concept of cultural pluralism: Issues in special education.**
SOURCE *Learning Disabilities Quarterly* 1983 Fall;6(4):367-71.

ABSTRACT This article serves as an introduction to an entire issue of *Learning Disabilities* Quarterly which is devoted to exploring the issue of cultural pluralism as related to special education. Topics include bilingual education, assessment, discrimination, multicultural instruction, and ways to deal with cultural differences in special education.

AUTHOR Rueda R;
TITLE **Cognitive development and learning in mildly handicapped bilingual children.**
BOOK ***Education of culturally and linguistically different exceptional children.***
EDITOR Chinn PC;
SOURCE The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1984:63–76.

ABSTRACT A review of the literature on the relationship between language and cognition in bilingual children who have mild mental retardation. Research results suggest that in children with mild mental retardation, highly proficient bilingual students tend to have a cognitive advantage over both low proficiency bilingual students and monolingual children. The author also examines the cognitive and interactional factors that affect language acquisition and presents a case for an interactive approach to learning in bilingual children who have mental retardation. (ERIC: ED #256 106. To order, call 1-800-443-3742.)

AUTHOR Saunders M;
TITLE **Cultural diversity in special education.**
SOURCE *Special Education: Forward Trends* 1981 Mar;8(1):15-7.

ABSTRACT A discussion of problems and barriers to multicultural education in the special education system. Topics include assessment, multicultural curriculum, cultural identity, communication difficulties, race relations, and ways in which to remove the barriers to multicultural education.

AUTHOR | Slade JC; Conloey CW;
TITLE | **Multicultural experiences for special educators.**
SOURCE | *Teaching Exceptional Children* 1989 Fall:60-4;

ABSTRACT | Describes an ethnic education project that sensitizes college students who are preparing to teach multicultural children with handicaps. Students develop an awareness of various ethnic and cultural groups by reading fiction and nonfiction, viewing movies and videotapes, hearing presentations by ethnic group members, and developing case histories of multiethnic group families having a child with a disability.

AUTHOR | Stewart DA; Benson G;
TITLE | **Dual cultural negligence: The education of Black children.**
SOURCE | *Journal of Multicultural Counseling and Development* 1988 July;16(3):98-109.

ABSTRACT | According to the authors, hearing loss and ethnicity constitute a dual educational disadvantage for students who are Black and deaf. School systems must be aware of the existence of a deaf culture and also the importance of the students' cultural heritage. The article includes a list of recommendations to be considered when developing an educational program for students who are Black and deaf.

AUTHOR | Wyche LG;
TITLE | **The "Tenth Annual Report to Congress": Taking a significant step in the right direction.**
SOURCE | *Exceptional Children* 1989 Sep;56(1):14-6.

ABSTRACT | The "Tenth Annual Report to Congress" on P.L. 94-142 is critically analyzed. For the most part, it appears that the implementation of P.L. 94-142 has resulted in positive benefits for caucasian, socioeconomically (SES) advantaged children. Among ethnic minority children, especially low SES African-American children, the benefits are significantly less. A primary analysis of dropout rate differences among racial populations is proposed.

B. ASSESSMENT AND TESTING

AUTHOR | Bailey DB; Harbin GL;
TITLE | **Nondiscriminatory evaluation.**
SOURCE | *Exceptional Children* 1980 May;46(8):590-6.

ABSTRACT | Review of literature regarding nondiscriminatory evaluation, and discussion of issues related to cultural bias in the diagnosis of special education students. The current status of bias in educational decision-making is presented along with strategies for removing discrimination from the evaluation process.

AUTHOR Kayser H;
TITLE **Speech and language assessment of Spanish-English speaking children.**
SOURCE *Language, Speech and Hearing Services in Schools* 1989 Jul;20(3):226-44.

ABSTRACT Presents a framework and provides suggestions concerning the diagnosis of speech and language disorders in Spanish-English speaking students. To insure accurate diagnosis, the author suggests that professionals consider observations, interviews, questionnaires, nonbiased test instruments, and the cultural/linguistic background of the child and family.

AUTHOR Nuttall EV; Landurand PM; Goldman P;
TITLE **A critical look at testing and evaluation from a cross-cultural perspective.**
BOOK ***Education of culturally and linguistically different exceptional children.***
EDITOR Chinn PC;
SOURCE The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1984:42–62.

ABSTRACT This review of testing and evaluation discusses common problems in distinguishing a disability from a cultural difference, legal issues in special education assessment, uses and misuses of assessment instruments, and methods of nondiscriminatory assessment. Recommendations are made for development of nondiscriminatory policies in special education assessment. (ERIC: ED #256 105. To order, call 1-800-443-3742.)

AUTHOR Wolk S;
TITLE **Biasing influence on test level assignments for hearing impaired students.**
SOURCE *Exceptional Children* 1985;52(2):161-9.

ABSTRACT This study examined the effects of race, gender, and degree of hearing impairment upon teachers' judgements of academic potential in a sample of 1329 students (age 12–19 years) with hearing impairments. Results suggest that caucasian students, female students, and students with less severe hearing impairments were disproportionately assigned by their teachers to more advanced test levels.

C. EMPLOYMENT

AUTHOR Cantor JA;
TITLE **Evaluation of BVT programs: A systematic model.**
SOURCE *Journal of Vocational Special Needs Education* 1987 Fall;10(1):9-12.

ABSTRACT Presentation of a bilingual vocational training (BVT) evaluation model: analysis, design, development, implementation, and evaluation. Input, process, and output elements are identified.

AUTHOR Duran E;
TITLE **Teaching vocational, functional language and reading skills to the adolescent Hispanic severely handicapped.**
SOURCE EDRS, 1982 Nov.

ABSTRACT Discusses vocational and language skill development of Hispanic adolescents with severe mental retardation and/or autism. Through bilingual instruction and a variety of instructional activities, Hispanic adolescents with severe handicaps are trained in daily living skills in order to promote independent life. (ERIC: ED #228 759. To order, call 1-800-443-3742.)

AUTHOR Fair GW;
TITLE **Career education and minority handicapped students.**
SOURCE *Career Development for Exceptional Individuals* 1980 Spring;3(1):3-11.

ABSTRACT Discussion of issues related to race and career education including attitudes, accessibility, teacher preparation, adaptation of the instructural process, and testing and vocational assessment.

AUTHOR Fair GW; Sullivan AR;
TITLE **Career opportunities for culturally diverse handicapped youth.**
SOURCE *Exceptional Children* 1980 May;46(8):626-31.

ABSTRACT An overview of the employment situation for culturally diverse youth with disabilities and implications for career and vocational education. Included is a discussion of the barriers to effective educational and employment opportunities and recommendations to provide successful career development for culturally diverse youth with disabilities.

AUTHOR O'Connell JC; Johnson MJ;
BOOK ***Native American rehabilitation: A bibliographic series.***
SOURCE Native American Research and Training Center:Northern Arizona University, Box 5630, Flagstaff, AZ 86011, 1986.

ABSTRACT This series consists of seven annotated bibliographies on seven different subject areas including: assessment, rehabilitation, special education, family, mental health, health care, and medically related disability issues. All attempt to present a comprehensive summary of the existing literature as it relates to the population of Native Americans with disabilities.

AUTHOR Plata M; Jones P;
TITLE **Bilingual vocational education for handicapped students.**
SOURCE *Exceptional Children* 1982 Apr;48(6):538-40.

ABSTRACT Describes a coordinated approach to providing bilingual vocational training to limited or non-English speaking handicapped students (LONESHS). The team consists of the vocational teacher, the special education teacher, and the bilingual teacher; roles and functions are outlined. All must work together to counteract the problems LONESHS often encounter in the public school system.

AUTHOR Walker S;
TITLE **Building bridges to employment.**
SOURCE *OSERS News in Print* 1991 Spring;III(4):6-9.

ABSTRACT This article highlights innovative mentorship and transition models that have been developed to prepare minority youth with disabilities for future employment. Included are: The Collaborative Model; the Future Assets Student Talent (FAST) Program; The Howard University Bridges to Leadership 2000 Youth Training Program; and The Systems Success Program. This newsletter is available from the Office of Special Education and Rehabilitation Services; Switzer Building, Room 3129; 330 "C" St. SW, Washington, DC 20202-2524; (202) 732-1723;.

D. HEALTH

AUTHOR Adams J;
TITLE **The assessment of pain related to invasive procedures in Anglo and Hispanic children with cancer.**
SOURCE *Journal of the Association of Pediatric Oncology Nurses* 1988;5(1-2):31.

ABSTRACT This study analyzed the reliability and validity of methods used to assess the pain of 78 Anglo and Hispanic children with cancer. Results show a high reliability between observational and self-report methods and a significantly higher anxiety score for Hispanic parents.

AUTHOR Berlin IN;
TITLE **Prevention of emotional problems among Native-American children: Overview of developmental issues.**
SOURCE *Annual Progress in Child Psychiatry and Child Development* 1983:320-33.

ABSTRACT Describes various social and developmental issues in the prevention and identification of emotional problems and developmental disabilities in Native-American children.

AUTHOR Delamater AM; Albrecht DR; Postellon DC; et al.;
TITLE **Racial differences in metabolic control of children and adolescents with type 1 diabetes mellitus.**
SOURCE *Diabetes Care* 1991 Jan;14(1):20–5.

ABSTRACT This study examined whether there were any racial differences in metabolic control of children and adolescents with type 1 diabetes mellitus. Adolescents, in general, were in poorer metabolic control than children, and Black children and adolescents were found to be in poorer control than caucasian children and adolescents. Areas suggested for further study include the effects of socioeconomic, psychological, behavioral, and biological factors.

AUTHOR Delmar-McClure N;
TITLE **When organs match and health beliefs don't: Bioethical challenges.**
SOURCE *Journal of Adolescent Health Care* 1985 May;6(3):233-7.

ABSTRACT This paper examines the bioethical problem of organ transplantation in patients whose socioethnic health care beliefs are not addressed pre-transplant. Case studies of two Hispanic adolescents whose organ transplants failed are presented to highlight the need for a cognitive-behavioral therapeutic approach that addresses the beliefs of the patient in order to ensure successful transplant surgery.

BOOK ***Gathering and sharing: An exploratory study of service delivery to emotionally handicapped Indian children.***
SOURCE Research and Training Center, Regional Research Institute for Human Services, Portland State University, P.O. Box 751, Portland, OR 97207-0751, (503) 725-4040.

ABSTRACT Findings from Idaho, Oregon, and Washington covering current services, successes, service delivery barriers, exemplary programs and innovations. $4.50 per copy. Available from the publisher.

AUTHOR Hanson CL; Henggeler SW; Burghen GA;
TITLE **Race and sex differences in metabolic control of adolescents with IDDM: A function of psychosocial variables?**
SOURCE *Diabetes Care* 1987 May;10(3):313-8.

ABSTRACT This study matched African-American adolescent participants with caucasian adolescent participants, according to sex, on important demographic and biological variables. In so doing, the researchers attempted to isolate differences in metabolic control which might be attributable to race and/or sex. African-American adolescent girls were found to exhibit significantly poorer metabolic control than any of the other race-by-sex groups. Implications for morbidity and mortality are discussed. No significant differences between groups were found on psychosocial measures.

AUTHOR Katz-Levy J; Lourie IS; Kaufmann R;
TITLE **Meeting the mental health needs of severely emotionally disturbed minority children and adolescents.**
SOURCE *Children Today* 1987 Sep;16(5):10-4.

ABSTRACT This article describes CASSP (Child and Adolescent Service System Program), a program of the National Institute of Mental Health to improve mental health services to culturally diverse emotionally disturbed children, adolescents, and their families. Technical assistance is provided to states so that programs and services will be culturally relevant. Issues and factors that should be considered are listed. Several states' demonstrate projects are described.

AUTHOR | Pfefferbaum B; Adams J; Aceves J;
TITLE | **The influence of culture on pain in Anglo and Hispanic children with cancer.**
SOURCE | *Journal of the American Academy of Child and Adolescent Psychiatry* 1990 Jul; 29(4):642-7.

ABSTRACT | Studied while undergoing painful procedures for the treatment of cancer, the 35 Anglo and 43 Hispanic children (3–15 years of age) had similar behavioral responses to pain; for both groups, there was an inverse relationship between age and distress. When the parents were studied, however, it was found that Hispanic parents reported higher anxiety levels than the Anglo parents.

AUTHOR | Price JH; Desmond SM; Wallace M; et al.;
TITLE | **Differences in African-American and white adolescents' perceptions about cancer.**
SOURCE | *Journal of School Health* 1988 Feb;58(2):66-70.

ABSTRACT | Survey of cancer knowledge, attitudes, and beliefs among 573 African-American and 297 caucasian secondary school students. Nine significant differences were found between these two groups on cancer knowledge (etiology, warning signs, and prevention techniques). Further significant differences were found on the Health Belief Model subscales: cues to action, perceived susceptibility, perceived severity, perceived barriers, perceived benefits, and interpersonal relationships. African-Americans and caucasians received cancer information from the same sources, with the exception of books, which was reported less frequently by caucasians.

AUTHOR | Seltzer A;
TITLE | **Acculturation and mental disorder in the Inuit.**
SOURCE | *Canadian Journal of Psychiatry* 1980 Mar;25(2):173-81.

ABSTRACT | Case studies highlight the mental and emotional disorders that may develop in adolescent Eskimos who are experiencing the stress of cultural change. As the traditional Eskimo culture is assimilated with Western society, the young adult male Eskimo is especially susceptible to feelings of anxiety, powerlessness, low self-esteem, and negative self-image that may lead to increased incidence of mental disorder.

AUTHOR | Van Den Berg J; Minton BA;
TITLE | **Alaska native youth: A new approach to serving emotionally disturbed children and youth.**
SOURCE | *Children Today* 1987 Sep;16(5):15-8.

ABSTRACT | A description of CASSP (Child and Adolescent Service System Program) projects for Alaska's native youth. Mental health services are being planned and provided with an understanding of cultural differences. Village control and design of program is being used to address the problems of native youth who are being affected by conflicting cultural values.

AUTHOR | Williams CL; Westermeyer J;
TITLE | **Psychiatric problems among adolescent Southeast Asian refugees. A descriptive study.**
SOURCE | *Journal of Nervous and Mental Disease* 1983 Feb;171(2):79-85.

ABSTRACT | An investigation of Southeast Asian adolescent psychiatric patients that includes patient complaints and problems, diagnostic categories, demographic characteristics, and cultural aspects of treatment. Authors emphasize the need for the therapist to be aware of differences in cultural norms.

AUTHOR | Wissow LS; Gittelsohn AM; Szklo M; et al.;
TITLE | **Poverty, race, and hospitalization for childhood asthma.**
SOURCE | *American Journal of Public Health* 1988 Jul;78(7):777-82.

ABSTRACT | Hospital records of 9041 children (age 1–19) were used to determine whether race and poverty are correlated with rate of hospitalization for childhood asthma. Data indicate that, overall, African-American children had higher rates of hospitalization for asthma than caucasian children. When the data were adjusted for socioeconomic differences, African-American and caucasian chidren had nearly equal rates of hospitalization for asthma.

AUTHOR | Zeltzer LK; LeBaron S;
TITLE | **Fantasy in children and adolescents with chronic illness.**
SOURCE | *Journal of Developmental and Behavioral Pediatrics* 1986 Jun;7(3):195-8.

ABSTRACT | Explores the use of fantasy to control pain, communicate, and cope with the stress of chronic illness and medical treatment. The authors distinguish between imagery–consisting of pictures, and fantasy–consisting of pictures accompanied by stories. Specific cases of adolescents are used to illustrate. Cultural differences in the interpretations of fantasies are addressed.

E. EPIDEMIOLOGY

AUTHOR | Akinsola HA; Fryers T;
TITLE | **A comparison of patterns of disability in severely mentally handicapped children of different ethnic origins.**
SOURCE | *Psychological Medicine* 1986 Feb;16(1):127-33.

ABSTRACT | School records were reviewed and teachers were interviewed to assess the level of disability of each child (n = 326; age = 5-19 years). More severe disabilities were found among children of non-European descent. Boys experienced more severe problems. Possible etiologic factors are discussed.

AUTHOR | Dew N;
TITLE | **The exceptional bilingual child: Demography.**
BOOK | ***Education of culturally and linguistically different exceptional children.***
EDITOR | Chinn PC;
SOURCE | The Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091, 1984:1–41.

ABSTRACT | This descriptive study documents the prevalence of exceptional bilingual children by handicapping condition, analyzes trends and patterns in the data, and makes recommendations for the delivery of services. (ERIC: ED #256 104. To order, call 1-800-443-3742.)

AUTHOR | Fischgrund JE; Cohen OP; Clarkson RL;
TITLE | **Hearing-impaired children in Black and Hispanic families.**
SOURCE | *Volta Review* 1987 Sep;89(5):59-67.

ABSTRACT | This paper presents basic sociocultural information on African-American and Hispanic families raising children with hearing impairments. Included is demographic data, discussions of cultural differences, and implications for professionals who serve minority families and children with hearing impairments.

AUTHOR | McShane D;
TITLE | **An analysis of mental health research with American Indian youth.**
SOURCE | *Journal of Adolescence* 1988 Jun;11(2):87-116.

ABSTRACT | A review of the literature on the mental health of American Indian youth. Included is research on otitis media, fetal alcohol syndrome, abuse and neglect, psychiatric epidemiology, neurosensory disorders, developmental disabilities, conduct disorders, drug and alcohol use, self-concept, suicide and depression, and school-related problems. Limitations of the current research and the need for more research related to the mental health of American Indian youth is highlighted.

AUTHOR | Rosenstein BJ; Perman JA; Kramer SS;
TITLE | **Peptic ulcer disease in cystic fibrosis: An unusual occurrence in Black adolescents (letter).**
SOURCE | *American Journal of Diseases of Children* 1986 Oct;140(10):966-9.

ABSTRACT | The authors report the unusual occurrence of peptic ulcer disease in three African-American adolescents with cystic fibrosis. A review of the literature regarding peptic ulcer disease and cystic fibrosis indicates that concurrence of the two diseases is relatively rare in adolescents who are African-American compared to adolescents who are caucasian.

AUTHOR | Spitz MR; Sider JG; Johnson CC; et al.;
TITLE | **Ethnic patterns of Hodgkin's disease incidence among children and adolescents in the United States.**
SOURCE | *Journal of the National Cancer Institute* 1986 Feb;76(2):235-9.

ABSTRACT | The purpose of this article is to characterize the incidence of Hodgkin's disease according to age, race, and gender in childhood and early adolescence. Results indicate that incidence rates increase with age, that incidence rates appear to be higher among ethnic groups with lower socioeconomic status, and that there is no significant difference between incidence rates for males and females.

AUTHOR Stewart JM;
TITLE **Multidimensional scaling analysis of communication disorder by race and sex in a mid-south public school system.**
SOURCE *Journal of Communication Disorders* 1981 Nov;14(6):467-83.

ABSTRACT This study presents demographic data (according to race and gender) on the prevalence of cummunication disorders in the Nashville public schools. Results indicate that when the racial balance within the schools is considered, the prevalence of communication disorders does not vary significantly by race.

AUTHOR U.S. Department of Education;Office of Special Education and Rehabilitative Services; Rehabilitative Services Administration;
BOOK ***A study of the special problems and needs of American Indians with handicaps both on and off the reservation.***
SOURCE Northern Arizona University, Native American Research and Training Center, Box 5630, Flagstaff, AZ 86011, 1987:341.

ABSTRACT Consists of three volumes: Executive Summary, Individual Reports, and Appendices. The study sought answers to three major questions: What is the prevalence of disability among American Indians? What are the special problems of American Indians related to vocational rehabilitation? What is the nature and extent of cooperative efforts among programs conducted under the Rehabilitation Act of 1973, as amended by Public Law 99-506?

F. PARENTS

AUTHOR Flynt SW; Wood TA;
TITLE **Stress and coping of mothers of children with moderate mental retardation.**
SOURCE *American Journal of Mental Retardation* 1989 Nov;94(3):278-83.

ABSTRACT The purpose of this study was to investigate the perceived family stress levels and coping behaviors of mothers with children (n = 111; 6-21 years) who are moderately mentally retarded. Findings suggest that in families with children who are mentally retarded, mothers who are African-American and mothers who are older reported significantly less family stress levels than mothers who are caucasian and mothers who are younger.

AUTHOR Jenkins JH;
TITLE **Ethnopsychiatric interpretations of schizophrenic illness: The problem of nervious within Mexican-American families.**
SOURCE *Culture, Medicine, and Psychiatry* 1988 Sep;12(3):301-29.

ABSTRACT This article examines the nature and meaning of the word "nervios" (nerves) as used by Mexican-American families to understand schizophrenia in a relative. Results indicate that the term is used by Mexican-American families to describe a broad range of mental illnesses and that this cultural folk label may help family members reduce the stigma associated with mental illness, strengthen family relationships, and mediate the course and outcome of schizophrenia.

AUTHOR Malach RS; Segel N;
TITLE **Perspectives on health care delivery systems for American Indian families.**
SOURCE *Children's Health Care* 1990;19(4):219-28;

ABSTRACT American Indian families with health impaired children and health care providers were interviewed to assess factors that facilitate or inhibit use of health care services and ways to improve services. Findings indicated the importance of emotional support, respect, and health communication, including the use of interpreters, easier to understand explanations, and an understanding of cross-cultural communication-interaction styles. Services should be culturally appropriate. Policies and procedures are often restrictive or confusing. Providers wanted more involvement by the tribal government. Both groups indicated a need for improved services for children with special health care needs.

AUTHOR Marion RL;
TITLE **Communicating with parents of culturally diverse exceptional children.**
SOURCE *Exceptional Children* 1980 May;46(8):616-23.

ABSTRACT Presentation of the reactions, concerns, and needs of parents with children who have disabilities and are from racial or ethnic minority groups. Suggestions are made regarding ways to improve communication betwen educators and parents. Emphasis is placed upon increased understanding and awareness of cultural differences.

AUTHOR Smith MJ; Ryan AS;
TITLE **Chinese-American families of children with developmental disabilities: An exploratory study of reactions to service providers.**
SOURCE *Mental Retardation* 1987 Dec;25(6):345-350.

ABSTRACT This exploratory study was designed to uncover some of the problems that may occur when social service agents do not speak the language of their clients. Interviews with Chinese parents (n = 59) of children who are developmentally disabled showed that language barriers prevented a full understanding of the diagnosis and service delivery plan. Other cultural issues are also discussed.

G. PSYCHOSOCIAL

AUTHOR Cowardin NW;
TITLE **Adolescent characteristics associated with acceptance of handicapped peers.**
SOURCE *Adolescence* 1986 Winter;XXI(84):931-40.

ABSTRACT This study of 41 non-disabled adolescents' attitudes toward their peers with disabilities (mean age = 15.8 years) compared results of sociometric tests with student records. Girls and Mexican-Americans were found to be more accepting of disabilities. Moral development, popularity, chronological age, and school achievement were all found to be positively correlated with acceptance. Socioeconomic status, physical ability, and length of association did not prove predictive.

AUTHOR | Gregory JF; Shanahan T; Walberg H;
TITLE | **A descriptive analysis of high school seniors with speech disabilities.**
SOURCE | *Journal of Communication Disorders* 1985 Aug;18(4):295-304.

ABSTRACT | This descriptive study compared adolescents with speech disabilities to peers without disabilities. Results indicate that Hispanic and Asian-Americans tend to be significantly overrepresented in the sample with speech disabilities, and that adolescents with speech disabilities tend to be at a disadvantage regarding achievement, self-image, motivation, and career aspirations.

AUTHOR | Hagborg WJ;
TITLE | **A sociometric investigation of sex and race peer preferences among deaf adolescents.**
SOURCE | *American Annals of the Deaf* 1989 Oct;134(4):265-7.

ABSTRACT | Investigated sex and race peer preferences among 144 adolescents with deafness. Results indicate there is a peer preference for females by both male and female aolescents with deafness, and there is a same-race preference among white adolescents with deafness. Also, the sex and race preferences of these adolescents correspond to the sex and race preferences of hearing youth.

AUTHOR | Henderson RW;
TITLE | **Social and emotional needs of culturally diverse children.**
SOURCE | *Exceptional Children* 1980 May;46(8):598-605.

ABSTRACT | Discussion of cultural diversity and stereotypes, a path model for children at risk, perceptions of personal efficacy (e.g., locus of control, attribution theory, learned helplessness), and facilitating environments and therapeutic approaches.

AUTHOR | Jenkins AE; Amos OC; Graham GT;
TITLE | **Do Black and White college students with disabilities view their worlds differently?**
SOURCE | *Journal of Rehabilitation* 1988 Jul;54(3):71-6.

ABSTRACT | Findings indicate that the two groups do not view their worlds in significantly different ways. Responses to questions about family relationships, human services, and feelings about self were very similar.

AUTHOR | Jenkins AE; Amos OC;
TITLE | **Being Black and disabled: A pilot study.**
SOURCE | *Journal of Rehabilitation* 1983 Apr;49(2):54-60.

ABSTRACT | Sixty-nine African-American students with and without disabilities were compared on a number of psychosocial variables. Few differences were found between the two groups with one exception being that students with disabilities found early school experiences to be relatively less satisfying than did students without disabilities.

AUTHOR Levy JE;
TITLE **Psychological and social problems of epileptic children in four southwestern Indian tribes.**
SOURCE *Journal of Community Psychology* 1987 Jul;15(3):307-15.

ABSTRACT Compared social and emotional problems in 88 Pueblo and Navajo children (6–19 years of age) diagnosed with seizure disorders. Results indicate that Navajo children with seizure disorders have significantly more social and emotional problems than Pueblo children, and these problems tend to start earlier in life. The author hypothesizes that differences in social and emotional problems may be due to differences in beliefs about seizure disorders, parental reactions to children with seizure disorders, migration rates, and access to health services.

AUTHOR Loeb R; Sarigiani P;
TITLE **The impact of hearing impairment on self-perceptions of children.**
SOURCE *Volta Review* 1986 Feb;88(2):89-100.

ABSTRACT Compared personality differences in 250 African-American and caucasian students (age = 8–15 years) with varying degrees of hearing impairments and visual impairments. Students with hearing impairments were found to have lower self-esteem and more problems in peer and family relations. Contrary to the general population, African-American students with hearing impairments were found to have a more internal locus of control, while caucasian students with hearing impairments were found to have an external locus of control.

AUTHOR Radencich MC;
TITLE **Literature for minority handicapped students.**
SOURCE *Reading Research and Instruction* 1986 Summer;25(4):288-94.

ABSTRACT This article cites literature that is particulary relevant to students who are from minority groups and who are also disabled. The collection of materials addresses needs specifically pertinent to this group of youth. The books are targeted for individuals with handicapps and to their families, peers and teachers.

AUTHOR Zeltzer LK; LeBaron S;
TITLE **Does ethnicity constitute a risk factor in the psychological distress of adolescents with cancer?**
SOURCE *Journal of Adolescent Health Care* 1985 Jan;6(1):8-11.

ABSTRACT This study was done to determine if ethnicity (Hispanic vs. Anglo) constituted a risk factor in the psychological distress of adolescents with cancer. Ethnic comparisons were made on 4 psychological measures administered to 54 adolescents with cancer (mean age = 13.6 years). The researchers concluded that ethnicity per se was not a risk factor to adolescents with cancer.

IV. ADDITIONAL RESOURCES

Child Welfare League of America
440 First Street, NW, Ste. 310
Washington, D.C. 20001-2085
(202) 638-2952

Minority Research Resources Branch
Division of Biometry & Applied Sciences
National Institute of Mental Health
U.S. Dept. of Health & Human Services
5600 Fishers Lane
Rockville, MD 20857
(301) 443-2988

National Center for Education in Maternal
& Child Health (NCEMCH)
38th & "R" Streets, NW
Washington, D.C. 20057
(202) 625-8400

National Clearinghouse for Bilingual Education
8737 Colesville Road, Suite 900
Silver Spring, MD 20910
(301) 588-6898
1-800-647-0123

National Information Center for Children
& Youth with Handicaps
P.O. Box 1492
Washington, D.C. 20013
(703) 893-6061 (Voice/TDD)
1-800-999-5599

Native American Rehabilitation Research
& Training Center
University of Arizona
1642 E. Helen St.
Tucson, AZ 85719
(602) 621-5075

1) Office of Ethnic & Multicultural Concerns
2) ERIC Clearinghouse for Handicapped & Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Office of Minority Health Resource Center
Office of Minority Health
P.O. Box 37337
Washington, D.C. 20013-7337
1-800-444-6472

Pacific Basin Rehabilitation Research
& Training Center
University of Hawaii School of Medicine
2444 Dole St.
Honolulu, HI 96822
(808) 948-8287

Rehabilitation Research and Training Center for Access
to Rehabilitation and Economic Opportunity
Howard University School of Medicine
2400 6th Street NW
Wasshington, D.C. 20059-0001
(202) 636-7351

Southwest Communication Resources, Inc.
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CYDLINE **Reviews**

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